DOCUMENT RESUME

ED 207 461 HE 014 434

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TITLE Student Types: Male and Female Changes Over a Decade. Research Report No. 14-80.
INSTITUTION Maryland Univ., College Park. Counseling Center.
PUB DATE 80
NOTE 10p.
AVAILABLE FROM University of Maryland, Office of Vice Chancellor for Student Affairs, Counseling Center, College Park, MD 20742 ($1.50).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College Students; Comparative Analysis; *Females; Higher Education; Institutional Research; *Males; School Surveys; *Self Concept; *Sex Differences; State Universities; *Student Characteristics; Trend Analysis
IDENTIFIERS *University of Maryland College Park

ABSTRACT

A sample of University of Maryland, College Park, undergraduates from 1969 was compared to one from 1979 on the "type" of student they considered themselves to be, based on the Clark-Trow model. Compared to 1969, in 1979 there were fewer Collegiate types (8 percent vs. 26 percent), more Academic types (34 percent vs. 20 percent), and more Vocational types (43 percent vs. 35 percent), but about the same percentage of Nonconformist types (15 vs. 19 percent). Differences by sex varied greatly between 1969 and 1979. While more females than males were Collegiate in 1969 (33 percent vs. 18 percent), there were no differences in male and female Collegiates in 1979, and their percentages had dropped to 8 percent. A much larger percentage of males than females were Vocational in 1969 (44 percent vs. 28 percent), compared to 1979 (male 47 percent, female 40 percent). There were also relatively more female than male Academic types in 1969 (24 percent vs. 17 percent) than in 1979 (female 35 percent vs. male 32 percent). Explanations of the types and implications of the results are discussed. It is suggested that in the 1980s women students may see themselves in very much the same way as men do. (Author/LB)

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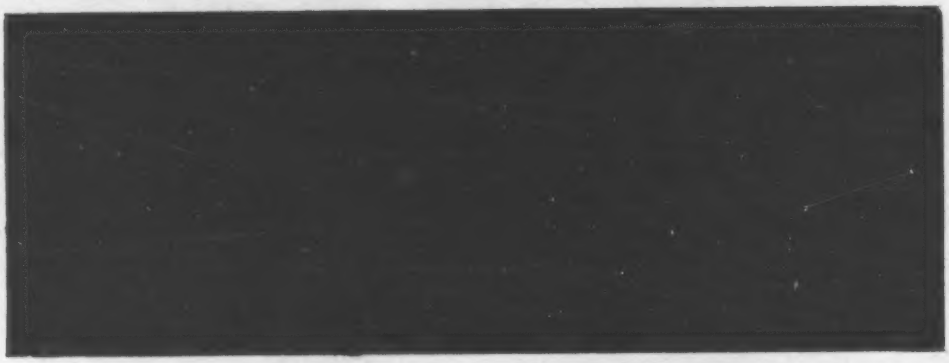

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STUDENT TYPES:
MALE AND FEMALE CHANGES OVER A DECADE

William E. Sedlacek and Michael D. Masters

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Summary

A sample of University of Maryland, College Park, (UMCP) undergraduates from 1969 was compared to one from 1979 on the "type" of student they considered themselves to be, based on the Clark-Trow model.

Compared to 1969, in 1979 there were fewer Collegiate types (8% vs 26%), more Academic types (34% vs 20%), and more Vocational types (43% vs 35%), but about the same percentage of Nonconformist types (15% vs 19%). Differences by sex varied greatly between 1969 and 1979. While more females than males were Collegiate in 1969 (33% vs 18%), there were no differences in male and female Collegiates in 1979, and their percentage had dropped to 8%. A much larger percentage of males than females were Vocational in 1969 (44% vs 28%), compared to 1979 (male 47%, female 40%). There were also relatively more female than male Academic types in 1969 (24% vs 17%) than in 1979 (female 35% vs male 32%). Explanations of the types and implications of the results are discussed.

Clark and Trow (1966) developed the idea of examining student subcultures as a way of understanding student academic and nonacademic life more clearly. While numerous studies on Clark-Trow types have been done, little work has concentrated on the longitudinal or cross-sectional changes at an institution over time. It would appear that optimum planning for student needs, and hence services, could best be done by such research. The purpose of the present study was to observe changes in student types at the University of Maryland, College Park, (UMCP) over a ten year period, 1969-1979.

Fiore and Sedlacek (1970) studied Clark-Trow types for a sample of 628 UMCP undergraduates and found that the distribution of types significantly differed by sex. In 1979, a sample of 582 UMCP undergraduates (81% return rates) was asked to type themselves by selecting the Clark-Trow typology which best described them (Table 1). Table 2 shows results by sex comparing 1969 and 1979 students. All differences discussed below are significant at the .05 level using chi-square.

RESULTS

Compared to 1969, in 1979 there were fewer collegiate types (8% vs 26%), more academic types (34% vs 20%), and more Vocational types (43% vs 35%), but about the same percentage of Nonconformist types (15% vs 19%). Differences by sex caried greatly between 1969 and 1979. While more females than males were collegiate in 1969 (33% vs 18%), there were no differences in male and female Collegiates in 1979, and their percentage had dropped to 8%. A much larger percentage of males than females were Vocational in 1969 (44% vs 28%), compared to 1979 (male 47%, female 40%). There were also relatively more female than male academic types in 1969 (24% vs 17%) than in 1979 (female 35% vs male 32%).

Discussion

The results appear to contain a few surprises. The increase in vocational orientation is to be expected, based on economic pressures reported by students (Rodgers, Sedlacek and Bachhuber, 1979), but the largest increase was in the Academic type, who are oriented toward learning and studying rather than toward just getting a diploma. This may be explained partially by the interest of the Academic types in graduate or professional school, which can be an alternative to seeking employment with a bachelor's degree. The large decrease in Collegiate types is also surprising to those who have felt that higher education has experienced a return to the interests and lifestyles of the 1950's on campus. As students see themselves, the opposite appears to be true. That is, during the period of unrest associated with 1969, there were significantly more Collegiate types than there were in 1979; in fact, there were even fewer Collegiate types than Nonconformists in 1979. Along these same lines, it is interesting to note that the number of Nonconformists has remained about the same across the decade.

An additional point of interest is that there appear to be many fewer differences in percentages of male and female types in 1979 than in 1969. In 1969, male students were more job oriented and somewhat more Nonconformist than female students. Females, on the other hand, tended to be more studious and concerned with a good time while in school. In 1979 there was a tendency for males to be more vocationally oriented than females, but much less so than in 1969. Otherwise there appears to be little difference in the typologies of men and women in 1979. While more research certainly needs to be done to further document the change, this could be an important consideration in our planning and thinking about academic and nonacademic programs and services alike. In 1969 it would have been best to consider the differences reported by sex when planning an allocation of campus resources or in designing student services; in

1979 it may be best to ignore sex in these decision. Even though we still have many problems associated with differential treatment of women (Mednick, Tangri and Hoffman, 1975), the 1980's may see us dealing with a situation where most women students see themselves in very much the same way as do men students, at least within the limits of typology. The other changes which could come about because of this similar perception of role, or at least concomittant with it, will be important for us all to study and act upon.

Table 1

A Description of Clark and Trow's (1966) Typology

I. Academic:Highly involved with ideas and highly identified with your college, faculty and administration.
Your group seriously pursues knowledge to the extent of doing more than the minimum required for passing. A large part of your leisure time is spend in reading books not required for course work and in intellectual discussions with faculty and friends of similar orientation. You are attached to your school as a place of ideas and learning and through the faculty and friends you meet there. Most of your group has aspirations for attending graduate or professional school.

II. Collegiate: Not highly involved with ideas but highly identified with your college.
Your group is primarily interested in the social activities available on campus and is generally indifferent to serious academic demands or involvement with ideas beyond the requirements for passing. The students in this subculture are primarily from the middle and upper middle class, most live on or around campus and few work. Football, fraternities and sororities, dates, cars, drinking and campus fun are major pursuits and help to cement a loyal attachment to your college.

III. Nonconformist: Highly involved with ideas but not highly identified with your college.
Aggressive nonconformism, critical detachment from the college and its faculty, and a generalized hostility to the college administration distinguishes your group. Ideas and knowledge are important to your group, but your main referent is off-campus society. You pursue a distinctive identify, not as a by-product, but as the aim of your education.

IV. Vocational: Not highly involved ideas and not highly identified with your college.
Most of your time is spent among students from lower middle class homes who cannot afford the expensive frivolities that are often associated with college life. Your group is in school primarily for a diploma and the better job which the degree offers. While in school you'll probably work 20-40 hours a week. You hardly have time for fraternities, football games or intellectual bull sessions. Your goals are doing enough to pass the course and get the diploma.

Table 2

Numbers and Percentages of Students Choosing Clark-Trow Types
By Year and Sex

		Academic	Collegiate	Nonconformist	Vocational	Total
1969	Male	59 (17%)	60 (18%)	72 (21%)	149 (44%)	340 (100%)
1969	Female	70 (24%)	94 (33%)	43 (15%)	81 (28%)	288 (100%)
1969	Total	129 (20%)	154 (26%)	115 (19%)	230 (35%)	628 (100%)
1979	Male	99 (32%)	25 (8%)	40 (13%)	144 (47%)	308 (100%)
1979	Female	96 (35%)	22 (8%)	47 (17%)	109 (40%)	274 (100%)
1979	Total	195 (34%)	47 (8%)	87 (15%)	253 (43%)	582 (100%)

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